

College and Career Literacy

Lesson Preparation

Daily Lesson 8	WRITING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.15Bi,ii • Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts. — What is the reading/writing connection?	
Vocabulary of Instruction	• Workplace document • Memo • Email • Business letter	
Materials	• Reader's Notebook (1 per student) • Independent reading novel (1 per student) • Workplace documents, various • Graphic organizer for Compare/Contrast (1) • Chart paper (if applicable)	
Attachments and Resources	• Teacher Resource: English I Unit 05B Reading Appetizer (1) • Handout: Workplace Document Comparison Chart (1 per student, optional)	
Advance Preparation	1. Prepare to display visuals as appropriate. 2. Select and prepare various types of workplace documents that convey the same information, including a memo, email, correspondence, employee handbook, and/or instructions. Organize the documents in packets that include 4 different documents, 1 packet per small group. 3. Refer to Teacher Resource: English I Unit 05B Reading Appetizer . Prepare accordingly.	
Background Information		
Teacher Notes	For this Instructional Routine to be effective, each of the workplace documents must be written in the standard format. Templates and samples of these documents are widely available on the Internet with a simple keyword search. It is necessary for the documents to be over the same subject matter to allow the differences to be apparent without the need for dissecting the information. At this level, we are looking for differences in format and structure.	

Instructional Routines

Daily Lesson 8	WRITING	
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective</u> : Students analyze the form, structure, and author's purpose of workplace documents.	
Mini Lesson		<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Ask: What types of documents are exchanged in the work place? Discuss and display responses. Responses should include instructions, email, business letters, and memos. 3. Display Handout: Workplace Document Comparison Chart and with students, answer the questions: How are workplace documents similar to or different from literary writing? Other forms of informational writing? Lead students to understand that not only is the author's purpose different for each type, but the form and structure differs as well. 4. Divide students into groups of 3-4 and distribute a workplace documents packet to each group. <div> <div>Workplace Document #1</div> <div>Workplace Document #2</div> <div>Document Format</div> <div>Formal or Informal</div> <div>Author's Purpose</div> <div>Is the formatting reader-friendly? Why or why not?</div> </div>
Learning Applications	1. In groups, students complete Handout: Workplace Document Comparison Chart , focusing on the format and structure of the documents, NOT the actual content presented in each document.	
Closure	1. Ask: Why would a workplace have to use more than one way to communicate the same information? Discuss responses.	